

## **CAREERS POLICY**

### **INTRODUCTION**

The **Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff, March 2015** document states: “every child should leave school prepared for life in modern Britain.”

This means ensuring academic rigour supported by excellent teaching, and developing the values, skills and behaviours young people need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of attributes such as resilience, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping students emerge from school fully rounded in character and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.

Another document, Good Career Guidance - produced by Gatsby, includes the following eight benchmarks that we will use as a framework for delivering our careers provision:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

This policy has been produced regarding these documents. PromisedLand Academy is committed to providing a planned programme of careers education, information, guidance and assistance for all students in 1<sup>st</sup> – 3<sup>rd</sup> Year Lower Seniors, 1<sup>st</sup> – 2<sup>nd</sup> Year Upper Seniors and 1<sup>st</sup> – 2<sup>nd</sup> Year College Seniors.

The Infants and Juniors students will explore types of occupations, including public services, trades, and professions. This will include guest speakers, visiting the local Pastors, Lawyers, etc. This is also encouraged through their social studies PACEs at various points.

This policy is also reinforced by the government school's policies for teaching and learning, assessment, recording and reporting achievement, PSHE and Citizenship, enterprise and work-related learning, equal opportunities, health and safety, and special needs.

## **OBJECTIVES**

The careers programme is designed to meet the needs of students at PromisedLand Academy.

It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

## **ENTITLEMENT**

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

## **IMPLEMENTATION**

Mrs. Coote and Miss Coote are responsible for co-ordinating the careers programme, as well as planning and implementing work experience.

Careers education is planned, monitored and evaluated by the above-named staff. All staff are expected to contribute to the careers education and guidance programme through their roles as Supervisors and Monitors. A personal adviser from the BPP University will be asked to provide specialist careers guidance when considered to be needed.

Careers information is available on the following website:

<https://nationalcareersservice.direct.gov.uk/>

## **CURRICULUM**

Careers advice, work-related learning action planning and recording achievement are all part of the school's career programme.

Careers advice is also part of personal development for our students.

Work experience preparation and follow-up take place in the careers programme and other appropriate parts of the curriculum.

1. A stable careers programme which includes
  - ❖ Careers education lessons
  - ❖ Careers guidance activities (group work and individual interviews)
  - ❖ Presentations
  - ❖ Information and research activities

## 2. Learning from career and labour market information:

- ❖ Identify industries that are growing or sectors that have good prospects that our students may not have considered
- ❖ Use 'Job Profiles' to explore:
  - what a job involves and if it will suit the student.
  - the skills and qualifications needed to get into that job
  - what the work would be like
  - the pay they could expect
  - what the career prospects are
  - Current trends

## 3. Addressing the needs of each student

- ❖ Use profiling assessments to discover their strengths, skills, interests, personal styles, how they work with information and solve problems, and what motivates them.
- ❖ Keep systematic records of the individual advice given to each student, and subsequent agreed decisions.
- ❖ Collect and maintain data for each student on their education, training or employment destinations for at least three years after they leave school to help shape the careers advice given. The school will consider what has worked for other students, including whether apprenticeships have been appropriate.

## 4. Linking curriculum learning to careers –

- ❖ Give students the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

## 5. Encounters with employers and employees

- ❖ Invite visiting speakers from various professional and vocational backgrounds to speak to the students
- ❖ Visit careers fairs

## 6. Experiences of workplaces

- ❖ Visit local factories and business
- ❖ Include at least one weeks' work experience in the Upper Seniors)

## 7. Encounters with further and higher education

- ❖ Make students aware of the full range of learning opportunities including sixth forms, colleges, universities, apprenticeship and training providers

## 8. Personal guidance (all advice will be given impartially)

- ❖ Provide for students to discuss future options with their careers teacher, who will advise them using the outcomes from any profiling assessments used

- ❖ Use an advisor from different working environment
- ❖ Give advice on careers that the students are suited to after completing Leading from Your Strengths

## **ASSESSMENT**

Career learning outcomes will be identified for all year groups.

The school uses skills assessment sheets and resources from the National Careers and Foresight to help students understand their personal and activity skills.

The school also uses 'profiling' assessments to ascertain what careers the students might be suited for as follows:

***Perseverant: "And let us not be weary in well doing: for in due season we shall reap, if we faint not." Gal: 6:9***

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